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AUTHOR Shea, Mary Lou; And Others
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ABSTRACT

This learning module, which is part of a staff development program for health occupations clinical instructors, discusses the process of managing the physical clinical environment and students' experiences within the clinical environment. It includes learning activities dealing with various aspects of managing the physical environment and student experiences, including setting up facilities for keeping needed resources on hand, establishing rules and guidelines for a safe environment, devising a filing system for important documents and forms, developing a time and rotation schedule for students, motivating students to perform required tasks, and promoting positive discipline. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

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Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators

Illinois State Board of Education

Adult, Vocational and Technical Education

Clinical Supervision Skills: Managing the Clinical Environment

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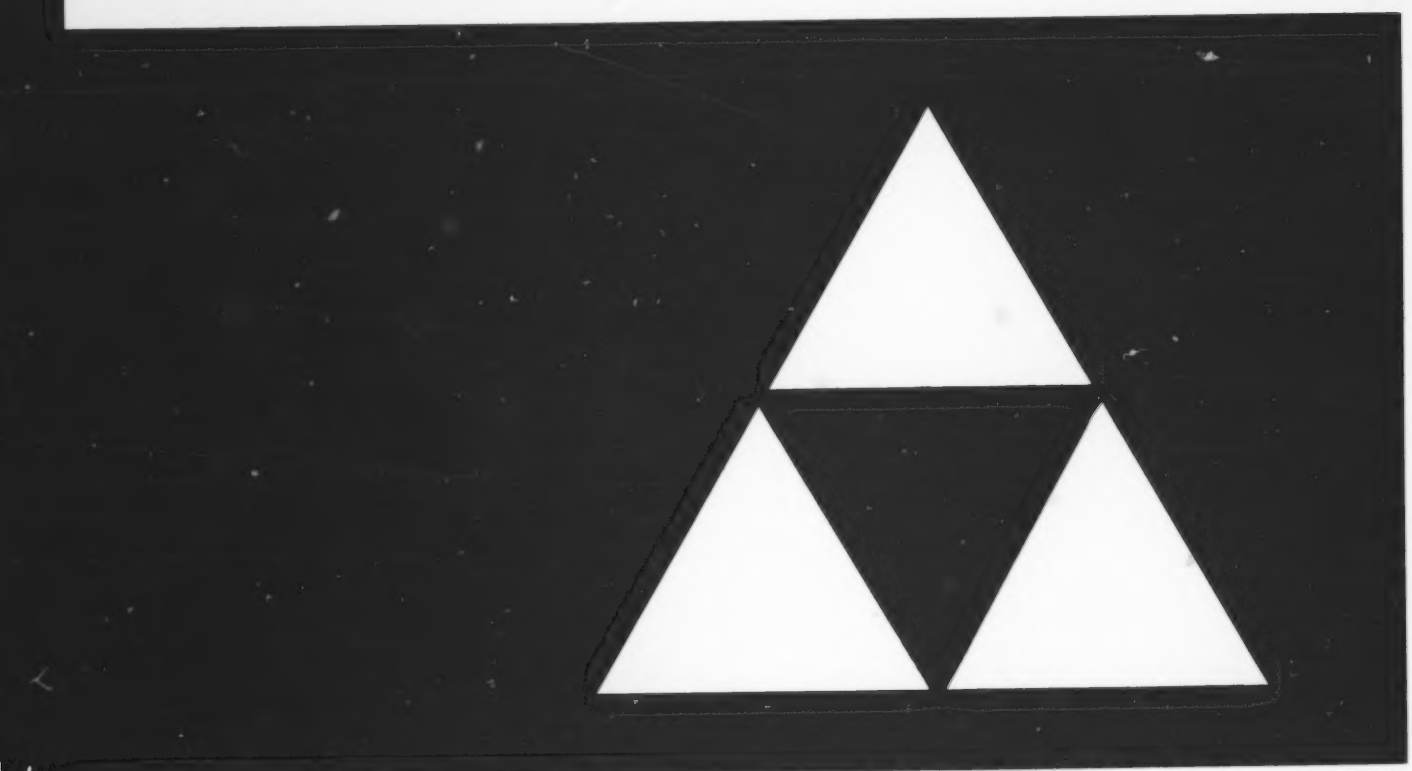

HEALTH OCCUPATIONS CLINICAL TEACHER EDUCATION SERIES FOR SECONDARY AND POST-SECONDARY EDUCATORS

Clinical Supervision Skills:
Managing the
Clinical Environment

Developed by:

Mary Lou Shea
Paula G. Boyum
Margaret M. Spanke

Department of Vocational
and Technical Education
College of Education
University of Illinois
at Urbana-Champaign

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Development Section

CLINICAL SUPERVISION SKILLS:

MANAGING THE CLINICAL ENVIRONMENT

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CLINICAL SUPERVISION SKILLS:

MANAGING THE CLINICAL ENVIRONMENT

DIRECTIONS FOR COMPLETING THE MODULE

The module includes the following parts:

1) Introduction, Objectives, and Definition of Terms

2) Pre-Test and Answer Key

3) Learning Activities for Self-Check Exercises

4) Post-Test and Answer Key

Following the Introduction of the module, take the Pre-Test and use the key to determine your score. The Pre-Test is intended to help you identify the Learning Activities upon which you should place primary focus.

Then, proceed to complete the Learning Activities. Even if you feel you are knowledgeable about the topic, completion of the Learning Activities will provide you with additional information and will help you gain self-awareness of your performance as a supervisor of the clinical environment.

The final part of the module, the Post-Test, is intended to measure your achievement of the objectives of the module. Complete the test without using the key or module itself. You may then score your test. If you had 3 incorrect answers, you should review the module. The important thing to remember is to practice what is suggested in this module.

Start with the Introduction.

INTRODUCTION

Supervising in the clinical environment is an ongoing process of guiding students through their clinical education. Continuous planning and organizing makes it an "ongoing" process. It involves managing both: 1) the physical aspects of the clinical environment, and 2) the students' experiences within the clinical environment. Some important responsibilities within the managing/supervising process include: 1) setting up facilities for keeping resource needs on hand, 2) establishing rules and guidelines for a safe environment, 3) devising a filing system for important documents and forms, 4) comprising a time and rotation schedule for your students, 5) motivating students to perform required tasks, and 6) promoting positive discipline.

You might ask yourself:

- Am I fulfilling my supervising responsibilities?
- Do I make supervision an ongoing process?
- How satisfactorily am I managing both the physical environment and my students' experiences?

Upon the completion of this module, you will ask yourself questions in order to evaluate your skills as a manager of the clinical environment. Evaluating your supervisory skills is the first step in growth and improvement as a clinical supervisor.

Go on to the Objectives of the Module.

OBJECTIVES OF THE MODULE

Terminal Objective: Evaluate your performance of managing your clinical environment.

Enabling Objectives:

1) Describe the specific duties involved in managing the physical aspects of the clinical environment, covered in this module.

2) Explain the processes involved in managing student experiences in the clinical environment.

Go on to the Pre-Test.

PRE-TEST

Directions: Complete this test prior to beginning the Learning Activities. Utilize the key which follows to score your own test.

Answer True or False to the following:

T or F 1. It is the responsibility of the clinical instructor to make sure resources are available to the students.

T or F 2. One way to enforce safe practices is to have the students participate in seeking out unsafe conditions.

T or F 3. The essential items to be kept on file for each health occupation can be found in the most recent Allied Health Education Directory.

T or F 4. Under the Buckley Amendment, students may give written consent for release of information in their student file if they are under 18 years of age and are attending a post-secondary institution.

T or F 5. It is the responsibility of the clinical instructor to help students develop safe attitudes and habits at work.

T or F 6. In a chronological filing system, materials are filed by subject.

T or F 7. One factor that influences the experiences potentially available to students is the need for continuity of service to patients.

T or F 8. Students should only be scheduled to either a specific room or a specific patient.

T or F 9. Motivation is a drive to act that is forced upon an individual from another individual.

T or F 10. Corrective action is not used when enforcing positive discipline.

PRE-TEST ANSWER KEY

1) T

2) T

3) T

4) T

5) T

6) F In a chronological filing system, materials are filed by date.

7) T

8) F Students may be scheduled to a room, area, floor, health-care professional, employee, patient, or specific assignment.

9) F "Motivation is a drive to act, that lies dormant within each individual until aroused . . ." (Wiedenbach, 1969)

10) F When enforcing positive discipline, prompt corrective action is one of the measures used.

Read the Definition of Terms which follows, then proceed to the Learning Activity #1.

DEFINITION OF TERMS USED IN THIS MODULE

Allied Health Education Directory - a manual, devised by the Department of Allied Health Education and Accreditation, containing the essentials and guidelines for the accreditation of health occupations programs.

Cross-reference - a reference from one part of a file, book, index, etc., to another part for additional information or materials. (Guralnik & Friend, Eds., 1968)

Inventory - an itemized list or catalogue of goods, supplies, etc. (Guralnik & Friend, Eds., 1968)

Motivation - a drive to act that lies dormant within each individual until aroused by an emotional, psychological, or sensory response to some reality in a situation the individual has experienced, is experiencing, or believes she/he may experience. (Wiedenbach, 1969)

Positive discipline - a way of promoting self-control, character, orderliness, and efficiency through positive or affirmative action.

Resource needs - Equipment, tools, supplies, media, references and instructional materials needed by you and your students. (CVE, 1977, Module E-1)

LEARNING ACTIVITY #1

MANAGING THE PHYSICAL ENVIRONMENT

Enabling Objective 1: Describe the specific duties involved in managing the physical aspects of the clinical environment, covered in this module.

A well-organized physical environment will help you keep your clinical site running like clockwork. Your duties in managing the physical environment include: 1) setting up facilities for keeping resource needs on hand, 2) establishing rules and guidelines for a safe environment, and 3) devising a filing system for important documents and forms. You must organize and plan for managing the physical environment to ensure continued success.

Resource Needs

The resources needed by you and your students include, but are not limited to, the following (CVE, 1977, Module E-1):

1) Equipment - large and small machinery (dental chairs, x-ray machines, electrocardiograph machines, ventilators, etc.)

2) Tools - portable, hand held devices (calipers, thermometers, technique charts, sphygmomanometer, manikins, tourniquets, etc.)

3) Supplies - items that are consumed or continuously used up (alcohol swabs, cotton balls, needles, linens, bandages, oxygen masks, surgical scrubs, etc.)

4) Media - materials for audio and/or visual instruction (filmstrips, slides, projectors, tape recorders, overhead transparencies, etc.)

5) Reference and Instructional Materials - printed materials used on the job or for instructional purposes (equipment manuals, magazines, atlases, medical and language dictionaries, wall charts, diagrams, texts, learning packages, etc.)

Many of these resources are already supplied through your clinical facility. But the resources may not be stored in an orderly manner, properly maintained, or readily available for use. For example, magazines or texts may be supplied through the hospital library. However, since students are not "employees" of the hospital, these resources may not be available to them. Arrangements may be made to provide students with temporary employee identifications for this purpose. You may also set up your own resource area within the department, including texts and journals pertaining to your particular health occupations field. To provide for these resource needs, you may perform the following functions:

- plan specific areas for storage of resources

- organize a check-out system for reference and instructional materials that can be borrowed by students

- plan to check out media and media equipment (from library or the education department) well in advance of instruction

- maintain an inventory system for the replenishment of supplies (this should be reported to the manager of your department)

- make arrangements for improvements and replenishment in the resource supply

To check your present resource situation, you should consider: 1) the objectives of the course, 2) occupational requirements, 3) safety regulations, 4) your methods and techniques for instruction, 5) student needs and interests, and 6) your present inventory of resources. (CVE, 1977, Module E-1)

Safe Environment

It is essential that you emphasize the importance of safety to your students. Your students must be aware of potentially unsafe conditions at the clinical site. They must also develop safe attitudes and habits at work (and at home)! The following suggestions are to help you maintain a safe clinical environment and provide safety instruction for your students: (CVE, 1977, Module E-5; Schoen & Durand, 1979)

- Instruct students at your clinical site, emphasizing the correct and safe way to perform procedures (for example: to wear a lead apron while in the presence of radiation, to use the correct tools for the job, to use correct muscles for lifting, etc.).

- Point out potentially hazardous machinery, tools, or areas within the hospital (for example: sharp surgical instruments, possible frayed electrical wires, isolation areas, etc.).

- Check for any unsafe conditions.

- Have students participate in seeking out unsafe conditions.

- Provide instruction on safety skills (for example: fire drill procedures, electrical shock first aid, CPR training, body mechanics, sterile procedures, etc.).

- Keep a record of safety instruction.

- Evaluate students on their safety knowledge and practices.

- Comprise a list of safety rules and guidelines.

- Set a good example for students to follow.

When constructing a list of safety rules and guidelines, critically evaluate your occupation and your clinical site. Remember, like a department manager must provide for employees' safety (under the Occupational Safety and Health Act of 1972), you should provide a safe environment for your students. Setting a good example of a safe environment can prove to be your most significant method of instruction on safety.

Maintaining a Filing System

As a clinical instructor, you acquire many documents, forms, and instructional materials that must be kept for long periods of time. Many health occupations require certain records and documents to be filed, such as:

- attendance records
- clinical rotation schedules
- competency-based schedules
- date, locations, and types of clinical experiences
- copies of course outlines and objectives
- radiation film badge readings
- evaluations (Balija & Hedrick, eds., 1981)

For the specific essentials and guidelines for your health occupation, refer to the most recent Allied Health Education Directory.

Materials you may put in your file include:

1. Individual student records

- learning style assessment questionnaire
- clinical learning logs
- clinical experiential diaries
- student evaluations (competency-based, performance, and attitudes)
- contracts or agreements pertaining to the clinical experience
- absence forms (including dates and hours missed)
- individual rotation and experience schedule
- checklist of materials students receive or check out of the clinical site
- record of make-up hours for time missed
- written notes and documentation of student correspondence (letters to students, interviews of students, and/or significant conversations or events that may lead to any type of action for or against the students)
- incident reports
- record of written assignments completed by the students
- meeting attendance records
- letters of recommendation
- locker assignment numbers and combinations

2. Combined student records

- master student rotation schedule experience
- master daily clinical experience schedule
- competency testing schedule
- master record of locker assignments and combination numbers
- record of anything checked out by students
- record of parking cards and/or spaces assigned to students
- record of clinical attendance (at scheduled assignment and at meetings)

3. Materials to be given to students

- maps of your clinical site
- maps of how to get to your clinical site
- clinical experience rules and guidelines for your facility (safety rules, dress codes, break and lunch procedures, etc.)
- clinical objectives handouts
- clinical rotation schedule handouts
- schedules of clinical meetings

4. Instructional materials (CVE, 1977, Module E-4)

- journals and pamphlets
- charts and posters
- display materials for your bulletin board
- filmstrips, slides, transparencies, and other A-V materials
- instructional handouts

5. Your personal file materials

- list of equipment, facilities, and other resources available to students
- your own health occupations essentials and guidelines
- hospital and department rules, regulations, and policies
- Clinical Instructor job description and responsibilities
- your signed Clinical Instructor appointment contract
- your clinical affiliation agreement
- the uniform contract/agreement for all of the clinical affiliations of your institution
- a record or checklist for safe procedures (equipment safety checklist, list of safety supplies and devices, your rules and regulations for safety)
- records of facility maintenance and facility improvements
- correspondence with clinical coordinator and/or classroom teacher
- records of clinical meetings you conducted with students (dates, times, and content)
- telephone number of program director and students' next of kin

Student records must be kept confidential. Therefore, you must keep student files in a file drawer that can be locked. According to the Family Rights and Privacy Act of 1974 (Buckley Amendment), written consent must be given by the student (if over 18 years old or attending a post-secondary

institution) or the student's parents (if under 18 years of age), before information about the student can be released to others. Also, a parent or student has the right to inspect that student's records. Read the Buckley Amendment for further information about the implications of the act. (Hollander, 1978)

In order to keep these materials safe and available for future use, you must file them in a neat and orderly fashion. There are many types of filing systems used for various record keeping needs. The pieces of filing equipment most typically used are: (CVE, 1977, Module E-4)

1) Vertical file - an upright file cabinet with 2 - 4 labeled drawers for storing paper materials, records, and documents on end.

2) Horizontal file - a file cabinet with several horizontal-type drawers for storing stacks of handouts, forms, and work sheets in a flat manner.

3) Transfile - a transportable filing drawer for materials to be stored outside of the main, active file.

4) Portfolio - two large pieces of cardboard sandwiched together for storing posters, charts, and other oversized flat materials.

5) Hanging folder frame - a metal frame from where hanging file folders are suspended. It is used to convert a normal desk drawer into a filing drawer.

6) Card index file - a small metal or wooden box with alphabetical or numerical file guides, for filing index cards for student progress records or resource check-out cards.

7) File guides and folders - foldable thin or heavy cardboard (may be expandable) for separating materials within the file or for transporting materials from the file.

8) Cabinets, boxes, cases, cartons, drawers, closets, etc. - spaces used for storing large, bulky items.

The most typical method for organizing your files are as follows: (CVE, 1977, Module E-4)

1) Alphabetical - Materials are filed alphabetically (student files are filed alphabetically, by their last name).

2) Numeric - Materials are filed numerically (file large amounts of materials under a code number).

3) Subject - Materials are filed under subject headings (file instructional materials under the corresponding subject--you may also color code them according to subject!).

4) Chronological - Materials are filed by dates in chronological order (you may file previous student files under the dates in which they graduated).

When materials of the same subject matter have to be divided and filed in different types of storage equipment, be sure to cross reference them. In other words, make a note within each filing space that there are more materials on the subject or student in another file.

Summary

In order to provide a physical environment that is conducive to learning, you must keep it well-organized and efficient. Manage your environment by providing resource needs, safe surroundings, and a well-organized filing system to store important documents and instructional materials.

Proceed to the Self-Check for Learning Activity #1.

SELF-CHECK FOR LEARNING ACTIVITY #1

Part I: Knowledge Assessment

A. Short Answer: Briefly answer the following questions:

1) Identify the five types of resources needed in a clinical education program.

2) Cite any area, piece of machinery, item, or procedure in your health occupation that is potentially hazardous.

3) State the implications of the Buckley Amendment for clinical education as described in this module.

4) List the records and documents you are to file at your clinical site, according to the specific essentials and guidelines for your health occupation.

B. Matching:

For the filing equipment listed in the left column, match the types of materials on the right that are typically filed in the corresponding equipment.

Filing Equipment	Types of Materials Filed
5) _____ Vertical file	a) Charts and posters
6) _____ Portfolio	b) Materials to be stored outside of the main, active file
7) _____ Transfile	c) Paper materials, records, and documents

Part II: Self-Assessment of Your Performance

The following activity is to help you increase your awareness of your performance at managing the physical aspects of the clinical environment. Carefully examine your present skills at managing the physical aspects of your clinical environment. Rate yourself honestly on each of the performances. Use the assessment exercise as a tool for identifying your needs.

Directions: Rate your performance in each of the items on the left, using the scale provided on the right. If you have a high need for improvement in the performance, mark a "5" for "high need for improvement," etc. If the performance does not apply to you, mark "N/A" ("not applicable").

PERFORMANCE	NEED FOR IMPROVEMENT					
Management of the Physical Environment:	no need		moderate need		high need	N/A
A. Resource Needs						
1) Providing enough resources (equipment, tools, supplies, media, reference and instructional materials) to fulfill course objectives	1	2	3	4	5	N/A
2) Providing enough resources to ensure safety	1	2	3	4	5	N/A
3) Possessing enough resources for the teaching methods and techniques I use	1	2	3	4	5	N/A
4) Providing enough resources to fulfill my health occupations requirements	1	2	3	4	5	N/A

PERFORMANCE	NEED FOR IMPROVEMENT					
	no need		moderate need		high need	N/A
Management of the Physical Environment						
5) Providing enough resources to fulfill students' needs and interests	1	2	3	4	5	N/A
6) Inventorying resources for replenishment and equipment maintenance	1	2	3	4	5	N/A
7) Organizing resource supply for storage and check-out purposes	1	2	3	4	5	N/A
B. **Safe Environment**						
8) Instructing students on safety procedures/skills, and keeping records of the instruction	1	2	3	4	5	N/A
9) Checking for unsafe conditions and having students seek out conditions that are unsafe	1	2	3	4	5	N/A
10) Evaluating students on their safety knowledge and practice	1	2	3	4	5	N/A
11) Providing an example of safe procedures	1	2	3	4	5	N/A
12) Providing students with an up-to-date safety rules and regulations guide	1	2	3	4	5	N/A
Maintaining a Filing System						
13) Keeping individual student records in an orderly file	1	2	3	4	5	N/A
14) Keeping combined student records on file	1	2	3	4	5	N/A
15) Maintaining an organized supply of materials to be given to students	1	2	3	4	5	N/A
16) Keeping an orderly file of instructional materials	1	2	3	4	5	N/A

PERFORMANCE	NEED FOR IMPROVEMENT					
Maintaining a Filing System	no need		moderate need		high need	N/A
17) Keeping essential personal files on hand	1	2	3	4	5	N/A
18) Keeping students' files confidential under the Buckley Amendment	1	2	3	4	5	N/A

Total Points _____

Check your answers with the Answer Key!

SELF-CHECK ANSWER KEY

Part I:

A. 1) Equipment, tools, supplies, media, reference materials, and instructional materials.

2) Answers to this question will vary for each health occupation. You may have listed one or more of the following:

- infectious areas
- electrical devices
- hazardous chemicals (causing burns, fumes, etc.)
- sharp instruments and supplies (needles, glass vials, scalpels, razors, etc.)
- procedures involving radiation exposure
- procedures involving extreme heat (autoclaving, boiling of solutions, etc.)
- procedures involving heavy lifting

(With a resource person, examine your particular occupation and department carefully in order to cite specific hazards.)

3) Under the Family Rights of Privacy Act of 1974 (Buckley Amendment), written consent must be given by the student (if over 18 years old or attending a post-secondary institution) or the student's parents before any information about the student can be released. The files gathered by the clinical educator about the student must be kept confidential under this Amendment. Written consent must be obtained before any of the information on the student can be released.

4) This list will vary for each health occupation. Refer to the most recent Allied Health Education Directory for the essential materials you are to file. Your list may include, but will not be limited to, the following:

- evaluations
- attendance records
- clinical rotation schedules
- copies of course outlines and objectives
- radiation film badge readings

B. 5) c

6) a

7) b

Part II:

Add up all of the points you accumulated under "Need for Improvement." If your overall score was:

72 - 90:	You have a high need for improvement in managing the physical aspects of the clinical environment.
54 - 71:	Your need for improvement is moderate in managing the physical aspects of the clinical environment.
53 or below:	You have little need for improvement in managing the physical aspects of the clinical environment.

List below the performances that you rated from 3 - 5 on the rating scale. Concentrate on improving them when supervising your students.

Go to Learning Activity #2.

LEARNING ACTIVITY #2

MANAGING STUDENT EXPERIENCES

Enabling Objective 2: Explain the processes involved in managing student experiences in the clinical environment.

The clinical experience is the most valuable experience in your students' health occupation education. Your job is to make sure the experience is the best and most comprehensive they could possibly obtain. In order to achieve this goal, there are three processes you must utilize: 1) The very basic process in managing the clinical experience is comprising a time and rotation schedule for your students that will foster optimum learning experiences. 2) After students are assigned to their clinical areas, you must motivate them to perform the required tasks to the best of their abilities. 3) In order to ensure that they will stay on the task and perform at their best, you must promote positive discipline.

Time and Rotation Scheduling

In planning your students' experiences, you need to consider the many factors that influence the type, quality, and number of clinical experiences. (Wiedenbach, 1969) Some of these factors are as follows:

1) The kind of experience desired and required of your students: If one of your students needs experience in feeding a baby, make sure the student is assigned to the pediatric floor at feeding time.

2) The availability of instructional help: Many health occupations essentials and guidelines require a certain student-teacher ratio, or that a specified number of professionals be assigned to each student for instruction. Make sure your essentials and guidelines are fulfilled. (Refer to the most recent Allied Health Education Directory for the essentials and guidelines of your health occupation.)

3) The need for continuity of service to patients: Many experiences require caring for a certain patient for an extended period of time. Schedule your student to the patient for as long as the patient requires the care (and as long as the student needs that experience to fulfill learning objectives).

4) The clinical area's involvement: You must consider the variety of experiences available, the times in which the experiences are most plentiful, and the amount of time needed for the student to "grasp" the experiences in each clinical area.

5) The number of professionals and other students in the area: The number of people to perform a task may exceed the number of tasks or experiences available. Schedule students at different times and in different facilities to minimize this problem.

6) Students' need to attend classes: If your students have classes to attend, you should schedule their clinical hours around their class hours.

7) Inclusion of conferences, meetings and seminars: These activities should be scheduled at a time that will not take your students away from valuable experiences.

Your health occupation's essentials and guidelines (found in the most recent Allied Health Education Directory) and the policies set by your affiliate institution, will tell you how many hours each student must spend in each area. Your job is to coordinate the times and areas to provide the best combination of experiences for your students.

You may schedule students in a number of ways, depending upon the nature of your health occupation and the clinical setting in which you work. You may schedule students to:

- a specific room, area or floor: the nuclear medicine department, the orthopedic floor, examination room #3, etc.

- a specific health-care professional or employee: a nurse, doctor, respiratory therapist, medical records manager, etc.

- a specific patient: a patient needing a bath, one in traction, one needing a right lateral decubitus chest radiograph, etc., making sure the patient's condition matches the objectives to be met.

- a specific assignment: filing documents, transporting patients, filling syringes, etc.

Your schedule may be set on an hourly, weekly, or monthly basis. It should include each student's name and specific assignments for the time scheduled. It should also include the person to whom the students should report when leaving the assigned area or finishing a task or job. Evaluate your own clinical situation and the nature of your health occupation to determine which type of scheduling would be best.

An Example of Scheduling Students

Clinical Situation:

Floyd, an emergency room nurse and clinical instructor, has four nursing students assigned to the emergency room, on the day shift, for four weeks this semester. The hospital has eight emergency rooms and eight nurses working the day shift. Each room is equipped for different types of procedures:

Rooms #1 and #2 are for major traumas.
Rooms #3 and #4 are back-up rooms for #1 and #2.
Rooms #5 and #6 are for minor injuries.
Rooms #7 and #8 are back-up rooms for #5 and #6.

Rooms #1, #2, #5, and #6 tend to be busier than the other four rooms. Floyd must rotate each student through each room to gain experiences in both major and minor trauma procedures in both stressful and more relaxed situations.

Floyd decides to assign students to a specific room. He reasons that students need at least a week in a particular room to "grasp" the experiences provided by the patients in each room before moving on to the next. Floyd holds half-hour pre- and post-conferences each day, so he makes a note of these conferences on his master schedule. He also notes that he is to be the person to whom all students report when leaving the department. Lunch and breaks are also noted.

For the four weeks, his schedule looks like this:

The Weekly Schedule for April

Week	Student's Name	Room Assignment
#1: April 1 - 5	Mary Smith	3
	Mark Brown	4
	Sally Sloan	7
	Sam Ling	8
#2: April 8 - 12	Mary Smith	1
	Mark Brown	2
	Sally Sloan	5
	Sam Ling	6
#3 - April 15 - 19	Mary Smith	7
	Mark Brown.	8
	Sally Sloan	3
	Sam Ling	4
#4 - April 22 - 26	Mary Smith	5
	Mark Brown	6
	Sally Sloan	1
	Sam Ling	2

Note: All students must attend a daily pre-conference starting promptly at 7:00 a.m. and a daily post-conference starting promptly at 2:30 p.m.

Room assignments begin at 7:30 a.m., following the pre-conference. You must be in your assigned room and ready to work at 7:30 a.m.

All students are to report to Floyd when leaving the department for any reason (lunch, breaks, leaving at the end of the day).

Lunch and breaks are to be taken when the nurse assigned to your designated room takes his/her lunch and breaks.

In the previous example, Floyd took into consideration the factors that influence the type, quality, and number of experiences his students will obtain. He made certain each student had a variety of the required experiences by assigning them to each of the emergency rooms. He assigned one student to each room so that the nurse-to-student ratio would be one-to-one. He assigned them to a certain room instead of to a certain exam to help maintain the continuity of service to the patients in their assigned rooms. He scheduled pre- and post-conferences at slow times during the day. He included the lunch and break regulations on the schedule. Do you think he did a good job?

Motivating Students

> "Motivation is a drive to act, that lies dormant within each individual until aroused by an emotional, psychological, or sensory response to some reality in a situation the individual has experienced, is experiencing, or believes she/he may experience." (Wiedenbach, 1969)

You can motivate your students to perform their job by providing them an environment that inspires motivation. First, you must find out what motivates or satisfies your students about their occupation. Students are motivated by many different factors. (Schoen & Durand, 1979) These factors include:

1) Achievement: Give students realistic goals and objectives which they can achieve.

2) Recognition: Let students know when they are doing a fine job.

3) Advancement: Give students more difficult duties when you feel they are ready.

4) The work itself (variety, autonomy, challenge): Give students a variety of tasks, challenging work, and opportunity for independence.

5) Growth: Give students tasks that will promote their professional growth.

6) Responsibility: Give students the opportunity to feel responsible for their actions.

Motivate your students with the factor or factors that influence their satisfaction and motivation most. Motivation is an ongoing process. You must constantly utilize these motivational factors for students throughout their clinical experience. Best of all, help them to establish a self-motivating process, so they will carry on their motivation even after their clinical experience is completed.

Positive Discipline

There tends to be a negative feeling about the word "discipline" (Broadwell, 1977), but discipline is an essential attribute in health occupations workers. It promotes self-control, character, orderliness, and efficiency. (Guralnik & Friend, 1968) These are all very positive attributes to promote! How, then, did discipline receive such a bad name?

The acceptance of discipline depends upon how it is enforced. If discipline is enforced through punishment and sarcasm, the disciplinary action will not be readily accepted and will tend to result in negative work attitudes. If the discipline is enforced through positive disciplinary actions, it will tend to be accepted and result in more positive attitudes toward the supervisor (you) and the job itself.

Six important measures that will promote positive discipline as defined by Schoen & Durand (1979) are:

1. Establishing reasonable standards of performance. Set standards for promptness, attendance, task performance, ethical behavior, and other work-related performance and behavior. Communicate to your students the optimum behavior and performance for your institution and occupation. Make sure your standards are both satisfactory and reasonable.

2. Letting your students know how they are doing. Give them feedback on their behavior and performance according to the standards set.

3. Rewarding students for a job well-done. Give them positive reinforcement and recognition if they behave and/or perform at or above the set criterion.

4. Giving your students the opportunity to participate in setting standards, rules, and regulations. Give students the opportunity to participate in determining how and by what standards they will be evaluated. This gives them a sense of responsibility to act according to the standards they set. It also makes them feel like participants in the clinical education program instead of being subservient.

5. Setting a good example. After the standards are set, make sure you act and perform within the set standards in order to set a good example for your students!

6. Prompt corrective action. If your students are not acting or performing within the set standards, you must take action to correct the substandard behavior and/or performance. The corrective action must be taken right away or the substandard behavior and/or performance will become habitual and difficult to correct.

The key to making your positive disciplinary system work is to maintain a clear line of communication between you and your students. Make all of your plans and decisions up front. If conflict occurs between you and any of your students, handle it with the proper conflict management skills. (These skills are discussed further in the module, "Clinical Supervision Skills: Communication and Conflict Management.")

Summary

The clinical experience must be managed properly in order to provide students with an experience that will prepare them for their future in your health occupation. Scheduling clinical experiences, motivating students toward work, and positively disciplining students to behave and perform appropriately, are all processes in managing your students' clinical experiences. A well-managed clinical environment helps to ensure a valuable clinical experience for your students.

Go on to the Self-Check.

SELF-CHECK FOR LEARNING ACTIVITY #2

Part I: Knowledge Assessment

A. Read the situation below. Then proceed to the list of Factors Influencing Clinical Experiences, and place a check by the factor(s) that is/are influencing the clinical experiences available to the students in the situation. Check all that apply.

Situation:

Mary, a respiratory therapist and clinical instructor, must have her 10 freshmen students observe operations in selected hospital departments. The objectives set by her affiliating institution require all of her students to observe the operations of: 1) Admissions and Records, 2) Radiology, 3) Pharmacy, 4) Medical Laboratory, 5) Surgery, 6) Intensive Care Unit, 7) Emergency Room, 8) Physical Therapy, 9) Administration, 10) Nursing Unit #1, 11) Nursing Unit #2, and 12) Nursing Unit #3.

Each area has a wide variety of experiences available for students. However, the departments of Medical Laboratory, Intensive Care Unit, and Emergency Room tend to be extremely busy and sometimes understaffed. The personnel in these departments have informed Mary that they would not be readily available at all times to the students for instruction. Conversely, the departments of Radiology, Admission and Records, and Physical Therapy have been overstaffed recently. The many students scheduled in these areas could result in time being wasted.

These students are to be scheduled for 8 weeks. Mary needs to schedule each student in each one of the areas for at least 3 days and no longer than 1 week. The length of time within each department will depend on the interests of each student. Mary also needs to schedule a one-hour meeting with the students every Friday. She feels all students should meet once a week to discuss their experiences.

Factors Influencing Clinical Experiences*

_____ The kind of experience desired and required of your students

_____ The availability of instructional help

_____ The need for continuity of service to patients

_____ The clinical area's involvements

_____ The number of professionals and other students in the area

_____ Students' need to attend classes

_____ Inclusion of conferences, meetings, and seminars

* (Wiedenbach, 1969)

B. Identify the motivational factor(s) being applied in each of the situations below. Choose all that apply. Use the following list:

Achievement
Recognition
Advancement
The work itself (variety, autonomy, challenge)
Growth
Responsibility

Situations

1) Daran, a practical nursing student, receives the "rookie of the year" award during the last student meeting of the semester.

2) Sarah, a clinical instructor in the Medical Records department, has one of her senior students teach a freshman student how to operate the transcription machine.

3) Mark, a clinical instructor in the Radiology department, takes a left lateral view of the skull and challenges his student, Barb, to take a "more perfect" lateral view of the right side.

4) Gretchen receives a score of 95% on the competency evaluation on her patient care plan.

C. Short Answer: Briefly answer the following:

1) Why is it important to take immediate corrective action for substandard behavior?

2) Explain why it is an effective, positive disciplinary action to give students the opportunity to participate in setting standards, rules, and regulations.

Part II: Self-Assessment of your Performance

The following part of this activity is to help you increase your awareness of your performance at managing your students' learning experiences. Carefully examine your present skills and rate yourself honestly on each of the performances. Use this assessment exercise as a tool for identifying your needs.

Rate your performance in each of the items on the left, using the scale provided on the right. If you have a high need for improvement in the performance, mark a "5" for "high need for improvement." If you have no need to improve the performance, mark "1" for "no need for improvement," etc. If the performance does not apply to you, mark "not applicable" or "N/A."

PERFORMANCE	NEED FOR IMPROVEMENT					
	no need		moderate need		high need	N/A
Management of Student Experiences						
A. Time and Rotation Scheduling						
1) Scheduling students according to the experiences desired and required of them	1	2	3	4	5	N/A
2) Scheduling students where enough instructional help is constantly available to them	1	2	3	4	5	N/A

3)	Considering continuity of patient care and/or student experience when scheduling	1	2	3	4	5 N/A
4)	Scheduling students in areas that provide a variety of valuable experiences	1	2	3	4	5 N/A
5)	Considering the numbers of personnel and students within an area at one time when scheduling	1	2	3	4	5 N/A
6)	Scheduling clinical time around class time	1	2	3	4	5 N/A
7)	Scheduling conferences, meetings and seminars at times when the clinical area is least busy	1	2	3	4	5 N/A
8)	Using a scheduling system that provides each student with experience in every aspect of the department	1	2	3	4	5 N/A

B. Motivating Students

9)	Giving students a sense of achievement	1	2	3	4	5 N/A
10)	Giving students recognition for their accomplishments	1	2	3	4	5 N/A
11)	Giving students advanced tasks when they are ready	1	2	3	4	5 N/A
12)	Giving students a variety of tasks, challenging work, and independence	1	2	3	4	5 N/A
13)	Giving students tasks that will promote their professional growth	1	2	3	4	5 N/A
14)	Giving students the opportunity to feel responsible for their actions	1	2	3	4	5 N/A
15)	Motivating students on a continuing basis	1	2	3	4	5 N/A

C. Positive Discipline

16)	Establishing standards of performance that are within reason	1	2	3	4	5 N/A
17)	Letting students know how they are performing and behaving	1	2	3	4	5 N/A
18)	Rewarding students for a job well done	1	2	3	4	5 N/A
19)	Giving students the opportunity to participate in setting standards for behavior and performance	1	2	3	4	5 N/A
20)	Setting an example of behavior and performance that is within set standards	1	2	3	4	5 N/A
21)	Using prompt corrective actions when needed	1	2	3	4	5 N/A
22)	Maintaining a clear line of communication with the students	1	2	3	4	5 N/A

Total Points _____

Check your Answers!

SELF-CHECK ANSWER KEY

Part I:

A. The following factors should be checked:

- the kind of experience desired and required of your students
- the availability of instructional help
- the clinical area's involvements
- the number of professionals and other students in one area
- inclusion of conferences, meetings, and seminars

B. 1) Recognition - The student is told that he is doing a fine job.

2) Achievement - Sarah is given realistic goals to achieve.
Advancement - She advances into a teacher role.
The work itself (variety) - She is given a different type of task.
Growth - She is given a task that will promote her professional growth.
Responsibility - She is given the opportunity to practice the responsibility to teach another student.

3) The work itself (challenging) - Mark makes the work more challenging.
Achievement - Barb is given a goal to achieve.

4) Achievement - Gretchen achieves a realistic goal.
Recognition - She is told that she is doing a fine job.

C. 1) The substandard behavior may become habitual and more difficult to correct if corrective action is not taken immediately.

2) Students receive a sense of responsibility to act under the standards they set.

Part II:

Add up all the points you accumulated under "Need for Improvement." If your overall score was:

88 - 110: You have a high need for improvement in managing your students' learning experiences.

66 - 87: Your need for improvement is moderate in managing your students' learning experiences.

65 or below: You have little need for improvement in managing your students' learning experiences.

Part II: (continued)

List below the performances that you rated from 3 - 5 on the rating scale. Concentrate on improving them when supervising your students!

This concludes the Learning Activities of the module. If you feel confident in your knowledge about managing the clinical environment, proceed to the Post-Test.

POST-TEST

I. Multiple Choice: Choose the best response to the following questions.

1. Which of the following functions can be performed to provide resource needs for students?

   a. Maintaining an inventory system for the replenishment of supplies

   b. Keeping a checklist for maintenance of equipment and tools

   c. Planning a check-out system for references and instructional materials that can be borrowed by students

   d. Planning specific areas for storage of resources

   e. All of the above

2. Which of the following can be used to enforce safe practices?

   a. Instruct students at your clinical site, emphasizing the correct and safe way to perform procedures

   b. Provide a good example for students to follow regarding safety habits.

   c. Have students participate in seeking out unsafe conditions

   d. Choices a and b

   e. All of the above

3. Which of the following items would most likely be included in your students' individual record files?

   a. Competency-based student evaluation

   b. Learning style assessment questionnaire

   c. Clinical education objectives

   d. Choices a and b

   e. All of the above

4. Which of the following governmental laws assures your students that their records will be kept confidential?

   a. Buckley Amendment of the Family Rights and Privacy Act of 1974

   b. Occupational Safety and Health Act of 1972

   c. Fifth Amendment of the U.S. Constitution

   d. None of the above

II. Fill in the Blank:

5. If you are filing materials of the same subject in different types of filing systems or filing equipment, you should _____ them.

6. When you let students know they are doing a fine job, you are motivating them through _____.

7. The key to making your positive disciplinary system work is through the use of _____.

III. Short Answer:

8. Name three of the factors that influence the type, quality, and number of clinical experiences available to your students.

9. What positive disciplinary measure is in play when you give a student a competency-based evaluation?

10. a. In the left column below, list those performances in managing the clinical environment that you identified as having high to moderate need (a rating of 3 - 5) in Part II of Learning Activities 1 and 2.

b. For each performance, list the activities in the column on the right which you will implement in your program to improve your performance.

Performance	Activities you will Implement

Check your answers with the Post-Test Answer Key.

POST-TEST ANSWER KEY

1. e

2. e

3. d

4. a

5. Cross Reference

6. Recognition

7. Communication

8. Your list should include three of the following factors:

   - the kind of experience desired and required of your students
   - the availability of instructional help
   - the need for continuity of service to patients
   - the clinical area's involvements
   - the number of professionals and other students in the area
   - students' need to attend classes
   - inclusion of conferences, meetings, and seminars

9. Letting your students know how they are doing

10. This list of performances should be those answers given on the evaluation forms in Learning Activities 1 and 2.

    Note: If you had difficulty identifying activities for improving your performance in your clinical managing program, consult general resources available to you for information about managing the clinical environment. The resources available to you are listed below:

    - this module
    - the references listed at the end of this module
    - resource people at your clinical site, such as your cooperating instructors and your department manager

If you received 3 incorrect answers or more on the Post-Test, you should review the module.

If you received less than 3 incorrect answers, you are well on your way to improving your skill at managing the clinical environment!

SUMMARY OF THE MODULE

Supervising in the clinical environment involves managing both the physical clinical environment and your students' experiences. Many responsibilities are involved in managing/supervising your clinical environment. The first step to improving your management/supervising skills is to evaluate your performance. After you have discovered the skills that need improvement, work on "polishing" your skills. Make certain that you continue to evaluate and improve your performance, because supervising in your clinical environment is an "ongoing" process.

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